

# ARIZONA ENGLISH LANGUAGE LEARNERS

## Title III Compliance Documentation

**Name of LEA**

**Person(s) completing information**

**Date**

As part of the monitoring requirements, ADE/OELAS must receive information regarding Title III compliance as part of NCLB. **To streamline the exit interview process, ADE/OELAS is asking that this document be completed and ready for the monitors on day one of the monitoring visit.** Please feel free to add additional pages if needed. An electronic version of this form can be found on our OELAS website: [www.ade.az.gov/oelas](http://www.ade.az.gov/oelas)

|  |  |
|--|--|
| <b>1. How does the district/chapter identify immigrant students during the registration process? NCLB Sec. 3114 (d) (1)</b>  |  |
| <b>2. What specific programs, if any, are offered for the immigrant students and/or parents of immigrant students? NCLB Sec. 3115 (e) (1) (A-G)</b>  |  |
| <b>3. What types of professional development are offered to staff to support them in their instruction and assessment of English Language Learners (ELLs)? NCLB Sec. 3115 (c) (2) (A-D)</b>  |  |
| <b>4. Did the district/chapter meet the Annual Measurable Achievement Objectives (AMAOs) in the past school year? NCLB Sec. 3121 (c) (1) (A) (C)</b>   |  |
| <b>If the answer to number 4 is “No”,</b> <ul style="list-style-type: none"><li><b>Has the district/chapter targeted schools and/or grade bands for improvement for each of the objectives missed? (Making Progress, Reclassification, ELL Subgroup AYP)</b></li></ul> |  |
| <ul style="list-style-type: none"><li><b>What measures have been taken to ensure improvement at the schools/grade bands?</b></li></ul>   |  |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <b>How were parents notified of the failure to meet AMAO objectives?</b></li> </ul> <p><b>NCLB Sec. 3302 (b)</b></p>   |  |
| <p><b>5. What opportunities or activities are offered specifically to the parents of ELLs to assist parents in helping their children to improve their academic achievement and become active participants in the education of their children? NCLB Sec. 3115 (d) (6) (A-B)</b></p>           |  |
| <p><b>6. How does the district provide timely and meaningful consultation with the private schools within the district's boundaries? Does the district provide actual services and if so, what type? NCLB Title XI Uniform Provisions Sec. 9501-9504</b></p>                                  |  |
| <p><b>7. Please list the names of the private schools within the district's boundaries and the number of identified (as measured by AZELLA) ELLs at each school. NCLB Title IX Uniform Provisions Sec. 9501-9504</b></p>  |  |
| <p align="center"><b>Title III FISCAL MONITORING INFORMATION</b></p>  |  |
| <p><b>8. Is the application for the Title III funds on file at the district/charter office? [NCLB Sec. 3116 (a)]</b></p>  |  |
| <p><b>9. If your district/charter has been awarded a Title III sub grant of less than \$10,000, how does the district/charter ensure that it has entered into a consortium agreement with one or more other LEAS to be eligible to received Title III, Part A funds? [NCLB Sec. 3116]</b></p> |  |

|  |  |
|--|--|
| <b>10. How does your district/charter comply with the supplement, not supplant provision of the Title III, Part A? [NCLB Sec. 3115 (g)]</b>  |  |
| <b>11. How does your district/charter ensure no more than 2 percent of the Title III sub grant is for administrative/indirect costs? [NCLB Sec. 3115 (b)]</b>                                |  |
| <p align="center"><b>OTHER RELEVANT INFORMATION REQUESTED</b></p>  |  |
| <b>12. How is the district/charter preparing ELLs to access Arizona's Common Core Standards?</b>   |  |
| <b>13. Describe the steps taken to identify ELLs for the gifted program, and to inform teachers, parents, students and administrators about the inclusion of ELLs in the gifted program.</b> |  |
| <b>14. Describe gifted programs and services available to English language learners.</b>   |  |